

DOCUMENT RESUME

ED 221 963

EC 143 293

AUTHOR King, Margot Lagesen; Fularczyk, Jean
TITLE Rural Adolescent Delinquents: Their Self Concept, Giftedness and Perceived Parental Support.
PUB DATE Oct 81
NOTE 33p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (9th, Des Moines, IA, October 22-24, 1981). Print is poor in parts.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Delinquency; *Family Influence; Gifted; Junior High Schools; *Parent Child Relationship; *Rural Youth; *Self Concept

ABSTRACT

Variables related to delinquency in 176 sixth, seventh, and eighth grade rural youth were examined. Ss were identified through peer and faculty evaluation, and were administered the Otis Lennon Mental Ability Test and the Stanford Achievement Test. Parental support was calculated from the Self Report-Environmental Support/Environmental Availability form, and self concept data were derived from scores on the Coopersmith Self Esteem Inventory. There was a positive, though nonsignificant, relationship between delinquency and low self concept. Both the delinquent and control Ss had lower self concepts than those perceived as delinquent only by their peers. Low parental support was associated with delinquency. Finally, the positive correlation between giftedness and delinquency was not significant. (CL)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED221963

EC 143293

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

Annual Meeting of the Plains Regional
Conference of the International Reading
Association (1981)

RURAL ADOLESCENT DELINQUENTS:
THEIR SELF CONCEPT, GIFTEDNESS
AND PERCEIVED PARENTAL SUPPORT

Margot Lagesen King and
Jean Fularczyk

University of Wisconsin-
Platteville,
Platteville, Wisconsin

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Margot L.
King

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

	<u>Page</u>
Title Page	1
Abstract	ii
Chapter	
I. Introduction	1
II. Review of the Literature	3
III. Methodology	14
IV. Presentation of Data and Analysis	18
V. Conclusions	21
Summary	23
Appendix A	25
Appendix B	27
Appendix C	29
Footnotes	31
Bibliography	34

Rural Adolescent Delinquents: Their Self-Concept, Giftedness,
and Perceived Parental Support

Margot L. King
Jean Fularczyk

Abstract

Delinquency is a serious and growing problem in the United States. The reasons for this growth are social inadequacies, psychological deficiencies, and spiritual degeneration. In this study, it isn't the cause of delinquency that is being tested, instead, variables related to it are being studied.

One hundred and seventy-six 6th, 7th, and 8th grade rural youth were involved in the study. Delinquency was calculated by the number of votes the youth received on each delinquency related question on the Peer Evaluation Form. Those youth who as a group received the top 70% of the delinquency votes were perceived as delinquent. The school faculty was then approached to find which of these youth had had police contact. The youth who had previous police contact were separated from the youth who were perceived as delinquent only by their peers.

The Otis-Lennon Mental Ability test and Stanford Achievement test results were obtained from the school records to observe the IQ and achievement scores of the youth in the study. Of the 11 peer nominated delinquent prone youth 19 had had previous contact with the police. Of these, two males and one female had above 140 IQ, three males and one female had between 122 and 129 IQ. Of the peer nominated group one male and one female were above 130 and two males and one female were between 122 and 125 IQ.

Parental support was calculated from the Self Report-Environmental Support/ Environmental Availability Form. The Self-Concept data was acquired from the Coopersmith Self-Esteem Inventory.

Results

The relationship between delinquency and low self-concept wasn't proven significantly. The delinquent (25.8) and control group (25.5) had lower self-concept averages than the perceived delinquents (31.2), but the statistics were not significant.

A lack of perceived parental support resulted in a positive relationship with the delinquent group. The delinquent group was significantly lower than the control group and perceived delinquent group.

A positive correlation between giftedness and delinquency was not found to be significant. But the research found that the mean for the IQ of the delinquent (112 IQ) and perceived delinquent groups (110 IQ) were higher than the control group (103 IQ).

TABLE OF CONTENTS

	<u>Page</u>
Title Page	i
Abstract	ii
Chapter	
I. Introduction	1
II. Review of the Literature	3
III. Methodology	14
IV. Presentation of Data and Analysis	18
V. Conclusions	21
Summary	23
Appendix A	25
Appendix B	27
Appendix C	29
Footnotes	31
Bibliography	34

CHAPTER I

Introduction

"Delinquency has existed in all cultures in all epochs of recorded history since there was any semblance of group living. " Quay (1965)

Juvenile delinquency is increasing in absolute numbers and in terms of the rate of delinquent behavior. The FBI's statistics on juvenile delinquency only lists those acts which are reported. Not all offenders are detected and many cases remain unreported because of referrals to other agencies. Connections between delinquency and low self-concept, low parental support, and giftedness have been inferred.

Self concept is "a constellation of attitudes that we hold toward ourselves." Lillyquist (1980). One's self concept is who he thinks he is.

Support can come from several different people: friends, teachers, parents, families and other adults. For purposes of this study, only parental support was examined.

Giftedness generally refers to "a high degree of general intellectual ability or of high general intelligence." Laycock (1957). Sometimes this intelligence gets misplaced, and it is used in socially unacceptable behaviors.

Problem

This research was undertaken to see if there was any connection between juvenile delinquency and self concept, parental support and giftedness. The following hypotheses were tested in an attempt to solve the problem:

- 1) There is a positive relationship between delinquency and low self-concept.
- 2) A lack of parental support results in a positive relationship to delinquency.
- 3) There is a connection between giftedness (IQ and achievement scores included) and delinquency.

Purpose of Study

The purpose of this study is to recognize some characteristics positively associated with delinquency. If connections can be made between juvenile delinquency, low self-concept, poor parental support and giftedness, then possible ways of helping these youths can be formulated. Delinquency is already apparent by 6th grade, so children must be dealt with earlier.

If delinquents or children who have qualities delinquents have can be identified early, then the possibility of working with these youths is available. By identifying the delinquents, and some common characteristics, one will have a basis to start working from in order to help delinquents.

Significance of the Study

Significance of this study is to develop a tool to measure delinquency in rural youth. Also, to show some characteristics that are associated with delinquency.

Assumptions

- 1) The questionnaires validly identified the qualities that they were to measure.
- 2) That this group of 176 children is a representative sample.

CHAPTER II

This chapter is to acquaint the reader with the concepts that are being measured in this study. Delinquency, giftedness, self-concept and parental support will be discussed. Working definitions of each of the concepts will be given and the historical development of delinquency and giftedness will be described.

History of Delinquency

A delinquent is a "person whose misbehavior is a relatively serious legal offense . . . ; is not committed as a result of extremely low intellect, intracranial organic pathology, or severe mental or metabolic dysfunction; and is alien to the culture which he has been reared in." Quay (1965)

In the past, delinquency has been attributed to spiritual degeneration, biological disorders, psychological deficiencies and social inadequacies. The United States and its laws are influenced by the Protestant ethic of individual responsibility. The idea of sin is reflected in civil statutes. Both sins and illegal behaviors are punishable. State forgiveness rests on restitution of the individual. Officials feel the failure of restitution is due to lenient punishment. Cesare Beccaria (1804) believed that man will seek pleasure to avoid pain. So, to prevent delinquency, the punishment must be greater than the expected rewards. Beccaria felt children were incapable of committing crimes. Therefore, laws were to protect the children because they're immature.

Biological viewpoint sees delinquency as coming from organic or functional pathology of the central nervous system. Men like Sheldon, who studied morphology; Kallman, who studied neurology; and Cleckley, who studied behavior, felt the key to delinquency was found in studying the anatomical, endocrinological

and metabolic processes of the individual.

From the psychological viewpoint, functional psychotic disorders are causes of delinquency. Bad relationships between parent and child during the child's early years can result in psychotic, neurotic or character disorders. These disorders result in anti-social behaviors. Example, neurotic guilt: the person seeks to be punished, so he commits crimes; and, displaced anxiety: person thinks he's protecting self by attacking others or property that he feels wants to harm him.

Sociologists hold that the social forces contribute to delinquency. Durkheim (1897) said that economic and political stress leads to a total societal breakdown, or anomie, which results in lawlessness. Merton (1959) extended Durkheim's theory. He said difficulties occur when means to desired goals are blocked. So, delinquents use illegal means to obtain goals. Cloward and Ohlin (1960) added that youths who obtained goals illegally usually did so as a part of a violent gang or through retreatism, drug addiction. Cohen's studies (1955) revealed that delinquents reject middle class values when they feel middle class authority has rejected them.

Prior to the 19th century, children were subject to severe punishments, even the death penalty. With the 19th century came change, and children were separated from adults in correctional institutions. Also, the trials were separate.

The first American Juvenile Court was established in Cook County, in 1899. Children were no longer charged with crimes. Now, they were charged with delinquency and juvenile delinquents had no criminal records. The court developed the idea of original justice. The Illinois court defined delinquency

as, "a child under the age of 16 years who has violated any law of the state or any city or village ordinance."

Juvenile delinquency is increasing in absolute numbers and in terms of the rate of delinquent behavior. FBI Uniform Crime Report (1975) statistics reveal that the most frequent juvenile crime is stealing by middle aged youths. Boys have a higher crime rate than girls, and the crimes they commit have been quite different. Boys' crimes involve stealing and aggressive behaviors and in the recent past girls' crimes have been predominately sexual promiscuity and running away from home. Girls' rate of crime is rising at a much faster rate than boys' crimes and is rapidly changing in kind. Research conducted at the Los Angeles County Health-Probation Dept. found that girls predominately from lower socio economic homes are seeking new identities. They are not living vicariously through men both economically and emotionally. They are becoming more independent and are forming girl gangs that now use dangerous weapons as part of their new found stature. As Balkan and Berger (1979) have found "Female juveniles are expressing their rejection of male-dominated relationships, as particularly illustrated by the increase in lesbian relationships in black gangs." The new type of female crime can be interpreted as unarticulated protests against their past inferior status and sex bound barriers.

Also, there is a trend showing that younger children are becoming delinquent. It appears that delinquency rises during adolescence till age 16 and then rapidly declines. Matza (1964). Quay (1965)

Rural Delinquency

Many kinds of deviant behaviors are less frequent in rural than in urban areas. In a study by Lentz, of rural and urban boys in a school for Boys, the

following findings resulted: A majority of urban and a minority of rural youths in the institution are associated with known delinquents. (87% vs 22%). A greater degree of delinquent knowledge and skill was found in the urban boys. (63% vs 12%). The urban youths committed more types of offenses, more serious offenses and were more frequently in court than the rural youths. It was also found that rural crime arose more from conflicts in human relationships. Example: family quarrels, and fights between neighbors.

The breakdown of rural controls is causing problems. The informal control of gossip is breaking down due to socialization, increased mobility and anonymity. The rural schools are losing their leadership and rural churches are declining. Also, rural juvenile courts have less funds, so the probation officers are less trained and there are fewer social agencies.

History of Giftedness

Giftedness usually refers to a "high degree of general intellectual ability or of high general intelligence." Laycock (1957) A child is considered gifted if he has high general intellectual endowment, whether he uses it or not.

During ancient times, giftedness was associated with possession. Plato believed that genius was caused by gods or demons within the individual. Socrates felt that giftedness was unnatural and caused by a spirit.

Some views have prevailed from ancient times to this century. It is still widely believed that genius is totally determined by genetics. Geniuses are different or of a different species. Another view is that genius is a result of social forces. "They simply happen to be there at the time when something of value to many thousands comes into existence." Freehill (1961) Sociolo-

gists of the 1880's placed more importance on experience than on environment.

Another view holds that genius results from compensation. All attention is placed on developing one skill while all other skills are ignored. For example, being unsuccessful in physical or social activities leaves a lot of energy for creative and intellectual achievements.

Cesare Lombroso felt gifted men displayed the following characteristics: grayness, baldness, brain lesions, stammering, lefthandedness and sterility. These were all considered to be physical inferiorities.

In 1925, Jeanette Marks held the belief that creativity may be encouraged by suffering, physical illness or approaching death.

Terman, in 1925, published his Genetic Studies of Genius. His findings pointed conclusively to superior physical, emotional, and social characteristics of the intellectually gifted children.

Due to the work of Simon and Binet, a standardized measurement of intelligence began. In 1937, Terman established levels of giftedness from the results of these standardized measurements:

115-124	academically talented
125-139	superior
140-159	gifted (Terman)
160-	highly gifted

Gifted children do not just come from upper class, middle class or professional families; they come from all socio-economic groups. However, in a Cleveland

Schools' study, the majority came from middle-class homes. Forty percent were from professional or managerial homes and 30 percent were from semi-professional or clerical homes. Less than 1/3 of the group were from laboring class homes.

Studies on the stability of the IQ reveal that scores taken during infancy have no relation to those taken during the school years. Tests that are administered when a child is five or six tend to be consistent with those taken throughout the youth's life. The IQ scores they found most accurate were the sixth grade.

Brookover and Associates (1962) studied the relationship between self-concept and achievement of 1000 junior high school students. They found that self-concepts of ability and IQ were positively related. Cit. Goldberg (1965)

Gifted Underachievers.

Why do some gifted children underachieve? Studies show some bright youths from low socio-economic homes are less motivated toward high academic achievement.

Portland Public Schools and Horace Mann-Lincoln Institute Studies found that underachievers had a negative attitude toward those who received high grades. They felt victimized by adult authority and strong parental domination.

A study by Martin Fink revealed that male underachievers tended to have inadequate self-concepts.

Goldberg in 1959 discovered that the problem of underachievement increases

throughout the high school years. Kurt and Swenson (1951) studied over and underachievers in elementary schools. They found that underachievers were less happy, more unstable and had greater feelings of inferiority than the overachievers.

Self-Concept

Self-concept is "a sense of who we are." It's a "constellation of attitudes that we hold toward ourselves." Lillyquist (1980) Cooley came up with the looking glass self idea of how we acquire a self-concept. He said that we get most of the information about ourselves "through the eyes of others."

Limit setting is a very important part of the building of a high self-concept. Coopersmith (1967) found two basic reasons why limits are so important to a high self concept in children.

1. "Well defined limits provide the child with a basis for evaluating his present performance as well as facilitating comparisons with prior behavior and attitudes.
2. Limits serve to define the social geography by delineating areas of safety and hazards, others use to judge success and failure. When the parents give a realistic map, it serves as a guide to the expectation, demands, and taboos of that community.

Goerztels and Boerztels (1962) in their study of famous men and women found their homes had rules that were well defined and excellence was expected. The opposite appears to be true in the delinquent child's home. The rules are not

explicit, are erratic and therefore the child does not know what to expect. This helps create the low self concept that most delinquent prone children have.

Aggressive behavior is a common behavior among children of low self concept who are also delinquent. The child must learn self control from his parents or significant others. The problem is that many parents of delinquent children use aggression inappropriately. The child with a high self concept has been rewarded when restraining aggressive behavior. Even though the child feels frustration in restraining the aggressive behavior the reward of parental love and respect is greater in importance than the frustration caused by restraining the desired aggressive act. Through this the child understands that some frustration will occur with the process of growing. In this way the child learns to control aggressive impulses. This child is learning the expectations of his/her environment.

The parents of high self concept children teach their child to strive and persevere over obstacles by rewarding and helping them through them. Many times the low self concept child's parents don't realize that to have a successful child means that you must help the child overcome difficult challenges along the way.

The most important way to teach a child is through example. "Regardless of what parents hope, children will continue to do as their parents do as well as what they say." Coopersmith (1967)

In 1965, William H. Fitts, Ph.D. developed the Tennessee Self-Concept Scale (TSCS). It is one of the most widely used standards to measure self-concept. In 1968, Lamarche tested French Canadians, in 1969 Alvarez and Barrientos tested

Mexicans, and one year later, Zuriel and Shaked tested Hebrews with the TSCS. Their findings revealed that "regardless of language, country or culture, persons characterized by antisocial and delinquent behavior tend to have poor self-concepts."

Of all the demographic variables affecting delinquency, age has the greatest effect on self-concept. This study consists of juveniles in the 6-8 grades, therefore, the age differences are minimal and shouldn't play a significant part.

Reckless and Dinitz (1961) completed research on 6th grade boys in Columbus, Ohio. They had the teachers nominate the boys they felt were good or bad. Afterwards, the boys were given the delinquency prone and the social responsibility scales from the Gough's California Personality Inventory. Those labelled as "good boys" received low scores on the delinquency proneness scale. They received high scores on the social responsibility scale and their self-concepts were obedient and law abiding. A follow-up, four years later, revealed that few of these boys had any trouble with the police.

The "bad boys" received high scores on the delinquency proneness scale, and lower scores on the social responsibility scale. The self-concepts of these boys revealed that they predicted they would get into trouble in the future. The follow-up, four years later, revealed that 39% of this group experienced frequent, serious police and court contacts. Lillyquist (1981)

The evidence does not show that all delinquents have a low self-concept. Caution should be exercised because there are studies that reveal that some individuals with very high self-concepts are very maladjusted individuals. Lillyquist (1980)

Parental Support

"Rejection of a child by one or both parents is one of the most harmful home experiences the child can now." Jamison and Malm (1952). A child is dependent on the parents. He/she develops a sense of security from them. Parents are viewed by the child as being strong and protective. The fear of losing the parents or parental love causes the child insecurity and anxiety. Jamison and Malm (1952).

A rejecting parent is one who "rebuffs the child, failing to accept certain behaviors of the child that are basic to the latter's personality." Rogers (1962) There are two types of parental rejection; active and passive. Active rejection is when the parents place strict restrictions or numerous regulations on their child's behavior, thus being an overprotective parent. An explanation for overprotective parents is that they really didn't want the child, but can't admit it, so they overprotect. Passive rejection is when the parents ignore the child and give a large amount of independence. Wealthy parents will send their child to boarding school while children of lower income families spend more time away from home, usually in the streets. These youths tend to join gangs.

If both parents reject the child, it is likely that child will become aggressive. If only one parent rejects the youth, the results are modified. The child's self-worth is damaged, and the child usually wants to get out of the home. Often, boys will run away, whereas girls, will possibly marry hastily. The statistics show that, however, there are far more runaway girls than boys. (Uniform Crime Report) 1975. Parental rejection can result in personality distortions such as a sense of inferiority, revenge desires and

immature and confused love life. Nye (1958)

If a child has unloving, ill-natured parents, studies show that the child may be cruel, aggressive, be prone to destroy property of others, suffer little guilt or remorse feelings, and is rude to authority. The child feels cheated by life, and feels victimized.

"Though parents are many things to their children, perhaps their most important role is as a source of affection." Rogers (1952). If girls have conflicts with their mothers over freedom, they depend on their fathers for approval. If boys are trying to be men in a world that doesn't accept them as men, they rely on their mother's affection. This suggests the importance of parental approval. Youth develop their feeling of self-worth from seeing that their parents are pleased with them. These feelings need to be reinforced over and over again. Rogers (1952).

A study of the affects of the relationships between child and parents was completed by Roberts and Fleming. Children who had good parental relationships had better social adjustment, more understanding attitude toward parents, more insight into others and less feelings of inferiority. Those with bad relationships tended to accept criticism and teasing better, and always felt the need to have more money regardless of the size of their income. Jamison and Malm (1952)

Final research showed that children, whose parental attachment was moderate, tended to be happier than those who had highly affectionate relations or no affection with their parents. It's better for a child to be warmly supported than to be overly possessed. "Healthy" acceptance of youth of all ages is needed from their parents. Rogers (1952)

CHAPTER III

Methodology

This section deals with the research procedure. The study involved 176 children from rural schools. These children were in the 6th, 7th, and 8th grades. Ms. King had previously administered the necessary surveys to the children, and my part involved analyzing the research.

The first step was to evaluate the delinquency questions (Peer Evaluation Sheets (See Appendix A), completed by each of the students. Six of the twenty-two questions dealt with delinquency. After tallying the votes that each child received on these questions, the subjects who as a group received the top 70% of the votes were identified as delinquent prone. These subjects were perceived as delinquent by their peers. (The percent of delinquency calculated from these Peer Evaluation Sheets was used only to place the youths into groups. This data wasn't used as a dependent variable.

This list of delinquent prone subjects was then given to the counselor at the school, and he informed us as to which of these individuals had actual contact with the police. He also supplied us with a few other youths who had police contact, but didn't appear on the list. The delinquent behaviors include: sexual promiscuity, drugs, shoplifting, arson, and vandalism.

Those youths identified by the counselor make up the delinquent group in the study (group 1). The youth who were perceived by their peers as delinquent, but had no official police contact, make up the perceived delinquent group (group 2). The control group (group 3) is made up of youths who have no police contacts and

15

were't perceived as delinquent by their peers. Those in the control group match those in the other two groups proportionately by sex and age. The total number of youths in the three groups is 65.

Next, the percentage of giftedness was calculated for each of these children. The Peer Evaluation Sheet was used again. Nine of the 22 questions related to giftedness. The number of votes each child received in these nine categories was tallied and divided by the number of votes cast, and from this the percentage of giftedness as perceived by peers for all 65 youths was found.

Two other scores of giftedness were obtained from the school. The individuals' IQ score was the Otis-Lennon Mental Ability Test and the Achievement Score, the Stanford Achievement Test.

Another variable in this study was parental support. This variable was calculated by using Self Report Environmental Support and Environmental Availability questionnaire. (See Appendix B). The number of activities each youth could do or wanted to do were tallied. Then the total number of times the youth perceived his parents knew, cared, helped or was proud of the desired activity. From this the percent of perceived environment support was found.

$$\frac{\text{no. of votes of parental support}}{\text{no. of activities} \times 4} \times 100$$

The final variable in this study was self-concept. Each of the children completed the Coopersmith Self-Esteem Inventory, (see appendix C) which consisted of 50 questions. The questions described a particular behavior or feeling as "Like Me" or "Unlike Me". A computer program corrected these inventories. The number of correct answers; the number of positive responses of self-concept are recorded as the final variable.

The number of children in each group*was: Delinquent Group, 20; Perceived Delinquent Group, 23; and Control Group, 22. The variables to be analyzed are: IQ, achievement, percentage of giftedness, percentage of parental environmental support and self-concept.

The next step was to write a computer program to evaluate the data. With the aid of Mr. John Oxley, the SPSS (Statistical Package for the Social Sciences) computer system to analyze the data was used. On the advice of Dr. Kenneth Kundert, two tests were performed on the data. First, analysis of variance, and then followed by the Duncan Test.

The analysis of variance was performed to compare the effects of the dependent variables on the independent variable (the three groups). Two hypotheses were being tested. The null hypothesis was that there is no difference in the effect of the dependent variables on the independent variable. The other hypothesis that would reject the null hypothesis, was that there is a difference in the effect of the dependent variables on the independent variable, and that difference is significant. The F ratio was used to evaluate the differences among the three groups. The F ratio depends on two variance estimates. One of the estimates is the within-group variance which was calculated by estimating the degree of variance within the three groups and then adding them together. The other estimate was the between-groups variance estimate. It is an estimate from the means (averages) of the three groups. The analysis of variance was to determine if the variance estimate between the groups was significantly larger than the within-variance. The F ratio was calculated as follows:

$$F \text{ ratio} = \frac{\frac{\text{Sum of squares between groups}}{\text{Degrees of freedom}}}{\frac{\text{Sum of squares within groups}}{\text{Degrees of freedom}}}$$

By using a table with values for F, one can determine the size of the F ratio, for any sample size, needed to reject the null hypothesis at a particular significance level. For this study, the null hypothesis can be rejected if the F ratio is larger than 3.15 which is the .05 significance level. (Thus, 95 times out of 100, the result isn't due to chance.)

The analysis of variance found that there was a significant difference between the groups. It did not identify which groups were causing the difference. Thus, it was followed by analysis of variance with the Duncan Multiple Range Test. This test, if there was a significant variance between groups, separated the groups into subsets. These subsets revealed which groups were related and which groups caused the variance.

CHAPTER IV

Presentation of Data and Analysis

The data analyzed came from several sources. Giftedness percentage was from Peer Evaluation Sheets. IQ and achievement scores were from previous Otis-Lennon tests. Parental support and self-concept were calculated from surveys that each child in the study completed about himself/herself.

The analysis of variance for the first five variables - sex, grade, IQ, achievement and giftedness - revealed no significant differences at the .05 level. However, a few observations need to be made.

First, on the variable sex, the number of youths in the delinquent and perceived delinquent groups equals 43. Of these, 9 were girls. (The control group need not be considered, because it was proportional in sex to the other two groups.

The variable IQ is not significant, though it does have a high F ratio and a low F probability. The mean scores for the three groups were: Group 1 - 112.1500; Group 2 - 110.1304; Group 3 - 103.5909. This reveals that the average IQ's for the delinquent and perceived delinquent groups are similar. However, the control group's average is almost seven points lower than the perceived delinquent group. The highest IQ scores in the Delinquent group were 147, 143, 128, 128, 124, 122, 119 and 116. It should also be mentioned that a possible explanation for why this variable fails to reach the significance level, is that the within group variance is high. In the Perceived Delinquent group the highest IQ scores were 138, 130, 125, 122, 122, 119 and 116. The control group IQ scores and Achievement scores were found to be much lower as previously mentioned.

<u>Group</u>	<u>Minimum</u>	<u>Maximum</u>
1	84.0000	147.0000
2	88.0000	138.0000
3	83.0000	127.0000

In the sample, only a few individuals had high scores causing the great variance. Possibly, in a larger sample these youths would be balanced by others and a significant level would be obtained.

The achievement variable variance was also insignificant, because the within group variance was large. The statistics revealed that the mean scores of the delinquent and perceived delinquent groups were about eight points higher than the control group.

<u>Group</u>	<u>Mean</u>	<u>Minimum</u>	<u>Maximum</u>
1	67.0500	22.0000	99.0000
2	67.6087	22.0000	98.0000
3	58.7273	14.0000	96.0000

The highest achievement scores for the Delinquent group were 99, 95, 94, 94, 88 and 86 while the perceived Delinquent group were 98, 96, 94, 94, 92 and 86. The control group scores were again much lower than either of these groups.

The last two variables - parental environmental support and self-concept - revealed significant differences.

For the support variable, the analysis of variance was found:

<u>Source</u>	<u>D.F.</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Prob.</u>
Between Groups	2	61138272	3056.9136	5.279	0.0076
Within Groups	62	35902.3438	579.0698		

The F ratio was well above the significance level of 3.14. The F probability shows that the probability of these results being chance is less than 1%.

The analysis of variance revealed the significant difference and the Duncan was applied next. Duncan shows that the variance is due to the fact that group 1 is significantly different from groups 2 and 3. The results are:

Subset 1		Subset 2		
Group	Group 1	Group	Group 2	Group 3
Mean	37.5500		54.4345	61.0909

Thus, there is a highly significant difference between the groups for the variable of support. The delinquent group perceived less parental support than the other 2 groups.

The self-concept variable also revealed a significant difference. The results of the analysis of variance are as follows:

<u>Source</u>	<u>D.F.</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F. Prob.</u>
Between Groups	2	455.5996	277.7998	5.219	0.0080
Within Groups	62	2705.9998	43.6452		

Again the F ratio is very large and the F probability shows this variance is due to chance less than 1% of the time. The Duncan Multiple Range Test showed that the three groups aren't homogeneous. The two subsets are:

Subset 1		Subset 2	
Group	Group 3	Group 1	Group 2
Mean	25.5000	25.8000	31.1739

Thus, those who were in the perceived delinquent group had a significantly higher self-concept than group 3 (the control group) and group 1 (the delinquent group).

CHAPTER V

Conclusions

1) There is a positive relationship between delinquency and low self-concept. The study revealed that both the delinquent and control group had lower self-concepts than the perceived delinquents. So, the delinquents had a comparatively lower self-concept, but it couldn't be distinguished from the control group.

2) A lack of perceived parental support results in a positive relationship to delinquency. The data shows that the perceived parental support by the delinquent group 1 was significantly different than the other two groups. The data also showed that the mean of this group was over 23 points less than the control group and 17 points less than the perceived delinquent group 2. This hypothesis was supported by the research.

3) There is a connection between giftedness (IQ and achievement scores included) and delinquency. The research failed to prove this hypothesis. On the variable IQ, the delinquent group had the highest mean of 112.1500. The analysis of variance didn't show any significant differences here. the delinquent group (1) had the most youth at the superior IQ level or higher.

Discussion

One important factor that was supported by the research is that low parental support is associated with delinquency. Parental approval is desired by youth, and from this study, the delinquent youth aren't perceiving this needed support.

The research revealed that the delinquents had low self-concepts as did the control group. The possibility of the combination of a low self-concept and lack of parental support may contribute to delinquency. This aspect could be studied more.

The Self-concept and parental support data came from surveys filled out by the students themselves. These surveys were long and the youth might have become bored and written just any answer. These are acceptable evaluation forms and the length is necessary to obtain the required information.

The students' IQ and achievement scores were taken from the Otis-Lennon Mental Ability Test results. Some criticism may result about the validity and reliability of these scores. However, this test is the accepted tool for measuring these scores.

Finally, the results were calculated from a small sample. Sixty five children out of a sample of 176 youths were used. Possibly this research should be repeated with a larger sample.

SUMMARY

This paper was divided into five sections. The first chapter dealt with the reason for the research and the problems attempted to be evaluated. The hypotheses were: 1) There is a positive relationship between delinquency and a low self-concept. 2) A lack of parental support results in a positive relationship to delinquency. 3) There is a connection between giftedness (IQ and achievement scores included) and delinquency.

Chapter II dealt with Review of the Literature. This chapter was designed to acquaint the reader with the concepts of delinquency, giftedness, self-concept and parental support.

Chapter III described the methodology used in the study. It explained how the data and the statistical tests were calculated. The statistical tools were analysis of variance and Duncan Multiple Range Test.

Chapter IV presented the results of the analysis. The data revealed that the mean IQ's for the delinquent and perceived delinquent groups were higher than the control group. However, these results weren't significant. The parental support and self-concept variables revealed significant variance. For parental support, the delinquent group scored significantly lower than the other two groups. For self-concept, both the delinquent and control groups scored significantly lower than the perceived delinquent group.

Chapter V dealt with the conclusions for the study. The second hypothesis; A lack of perceived parental support results in a positive relationship to delinquency, was supported by the findings. Significant levels for the other two hypotheses were not obtained. The hypothesis relating giftedness to

delinquency had some support from the data. The IQ scores of the delinquent group averaged 112.1500. This was higher than the control group. However, this statistic failed to reach the significance level. This chapter also discussed some of the possible problems with the study.

BIBLIOGRAPHY

- Balken, S., and Berger, R. "The Changing Nature of Female Delinquency." Becoming Female: Perspectives on Development. Edited by Claire B. Kopp. New York: Plenum Press, 1979.
- Bayley, Nancy. "On the Growth of Intelligence." Studies in Individual Differences. J.J. Jenkins and Donald Paterson. New York: Appleton Century Crofts Inc., 1951, 718-737.
- Bayley, Nancy. "On Growth of Intelligence." The American Psychologist, 1955, 4, 805-818.
- Bohlke, R.N. "Social Mobility, Stratification Inconsistency and Middle Class Delinquency." Social Problems, 1961, 8 (4), 351-363.
- Borg, Walter R. "Ability Grouping in Public Schools." ERIC (EC 02 3516) ED N.A. (66).
- Boynton, F.L. "The Relationship Between Children's Tested Intelligence and Their Hobby Participation." Journal of Genetic Psychology, 1941, 58, 353-362.
- Cohen, Albert K. Delinquent Boys, the Culture of the Gang. Glencoe, IL: Free Press, 1955.
- Combs, Chas F. "Perception and Self Scholastic Underachievement in the Academically Capable." Personnel and Guidance Journal, 1964, 43 (1), 47-51.
- Cornish, R.L. "Parents', Teachers' and Pupils' Perceptions of the Gifted Child's Ability." The Gifted Child Quarterly, 1968, 12, 14-17.
- Frierson, E.C. "Upper and Lower Status Children: A Study of Differences." Exceptional Children, 1965, 32, 83-90.
- Garry, Ralph. Guidance Techniques for Elementary Teachers. Columbus, Ohio: Charles E. Merrill Books, Inc., 1963, 149-167.
- Gensley, J. "Sowing the Seeds of Awareness, Parents Perspective." The Gifted Child Quarterly, 1977, 21 (3), 293-295.
- Gowan, J.C. "The Gifted Underachiever -- A Problem for Everyone." Exceptional Children, 1955, 21 (7), 247-49, and 270-71.

- Hendrickson, R.C. Youth in Danger. New York: Harcourt, Brace and Co., 1956.
- Hibbert, C. The Roots of Evil. Harmondsworth: Penguin Press, 1966, 198-199.
- Hollingsworth, L.S. Gifted Children: Their Nature and Nurture. New York: Macmillan Co., 1926.
- King, Margot L. Rural Delinquency Proneness: Its Relationship to Giftedness, Environmental Support and Environmental Availability. ERIC (ED 188 416) April 1980.
- Landig, H.J. and, Naumann, T.F. "Aspects of Intelligence in Gifted Pre-schoolers." The Gifted Child Quarterly, 1978, 22 (1), 85-89.
- Losel, F. "Teacher Judgement, Implicit Deviancy Theory and Self-Reported Delinquency." Criminal Journal, 1974, 1, 47-60.
- Martinson, Ruth, and Seago, M.V. ERIC (EC101 378) 1967 (EC 019 770).
- Matzas, David. Delinquency and Drift. New York: Wiley and Sons Inc., 1964.
- Mink, O.G. "Multiple Counseling with Underachieving Junior High School Pupils of Bright-Normal and Higher Ability." Journal of Educational Research, September, 1964, 58, 31-34.
- Merse, J.A., and Bruch, C. "Gifted Women: More Issues Than Answers." Educational Horizons, Fall, 1970, 25-32.
- Ogburn, M.K., and Colangelo, N. "Test Performance of Superior Students on the Concept Mastery Test: 1965-76. The Gifted Child Quarterly, 1978, 22 (1), 79-84.
- Olson, M. "Right or Left Hemisphere Processing of the Gifted." The Gifted Child Quarterly, 1977, 21 (1), 116-21.
- Parker, Margaret. The Joy of Excellence. Calgary, Canada: McAra Printing Limited, 1975.
- Polk, Kenneth. "Task Force Report, Juvenile Delinquency and Youth Crime." Washington, D.C.: U.S. Government Printing Office, 1974, 343-352.
- Pringle, M.L., and Kellmer, D. Able Misfits. ERIC EC 031291 (70).

- Reckless, W. Kimon, and Muray, E. "Self Concept as an Insulator Against Delinquency." American Sociological Review, 1956, 21, 744-746.
- Reiss, Albert Jr. "Delinquency as the Failure of Personal and Social Controls." American Sociological Review, 1951, 17, 710-718.
- Roth, R.M., and Meyersburg, A.H. "The Non-Achievement Syndrome." Personnel and Guidance Journal, February, 1963, 41(6), 535-540.
- Sadker, M., Serbin, S., Greenberg, S., Ulrey, D. and McNett, I. "Toward a Nonsexist School." American Education, April 1977.
- Schmeding, R.W. "Group Intelligence Test Scores of Gifted Children; Degree of Consistency and Factors Related to Consistency." Personnel and Guidance Journal, 1964, 42 (10), 991-996.
- Senna, J., Ratburn, S.A., and Siegel, L.D. "Delinquent Behavior and Academic Investment Among Suburban Youth." Adolescence, 1974, 9, 481-494.
- Shaw and Alves, G.J. "The Self-Concept of Bright Academic Under Achievers: Continued." Personnel and Guidance Journal, 1963, 42 (4), 401-403.
- Simpson, J. "Developmental Process Theory as Applied to Mature Women." The Gifted Child Quarterly, 1977, 21(3), 359-72.
- Smith, Donald C. "Testing Social Adjustment of Gifted Adolescents." ERIC ED 021 350 (62) EC 010 551.
- Strang, Ruth. "Helping Your Gifted Child." ERIC EC 03 0356 (60).
- Terman, L M., et al. The Early Mental Traits of Three Hundred Geniuses. Stanford: Stanford University Press, 1947, 14.
- Toby, J. Affluence and Adolescent Crime. President Committee on Law Enforcement, Washington, D.C.: United States Government Printing Office, 1957, 132-144.
- Torgoff, Irving. Parents' Differential Sex-Typing Control Attitudes and Family Structures. Unpublished Article, Oakland University, Rochester, MI.

- Torgoff, Irving. Synergistic Parental Role Components: Application to Expectancies and Behavior: Consequences for Child's Curiosity. Unpublished article, Oakland University, Rochester, MI.
- Treffinger, D.J. "Teaching for Self Directed Learning: A Priority for the Talented and Gifted." The Gifted Child Quarterly, 1975, 19 (1), 46-59.
- Walsh, A.M. "Self-Concepts of Bright Boys with Learning Difficulties." Teacher's School Review, 1957, 65, 388-414.
- Watson, G.H. "Emotional Problems of Gifted Students." Psychology and Education of the Gifted. Edited by W. Barbe. New York: Appleton-Century-Crofts, 1965, 342-355.
- Welsh, George S. Relationships of IQ Test Scores to Anxiety, Impulsiveness and Verbal Interests in Gifted Adolescents. ERIC EC 02 1674 ED 021 257 (67).
- Werner, E.E., and Bachtold, L.M. "Personality Factors of Gifted Boys and Girls in Middle Childhood and Adolescence." Psychology in the Schools, 6(2), 177-182.
- Witkin, H.A., et al. "Educational Implications of Cognitive Style." Review of Educational Research, 1977, 47(1), 1-64.